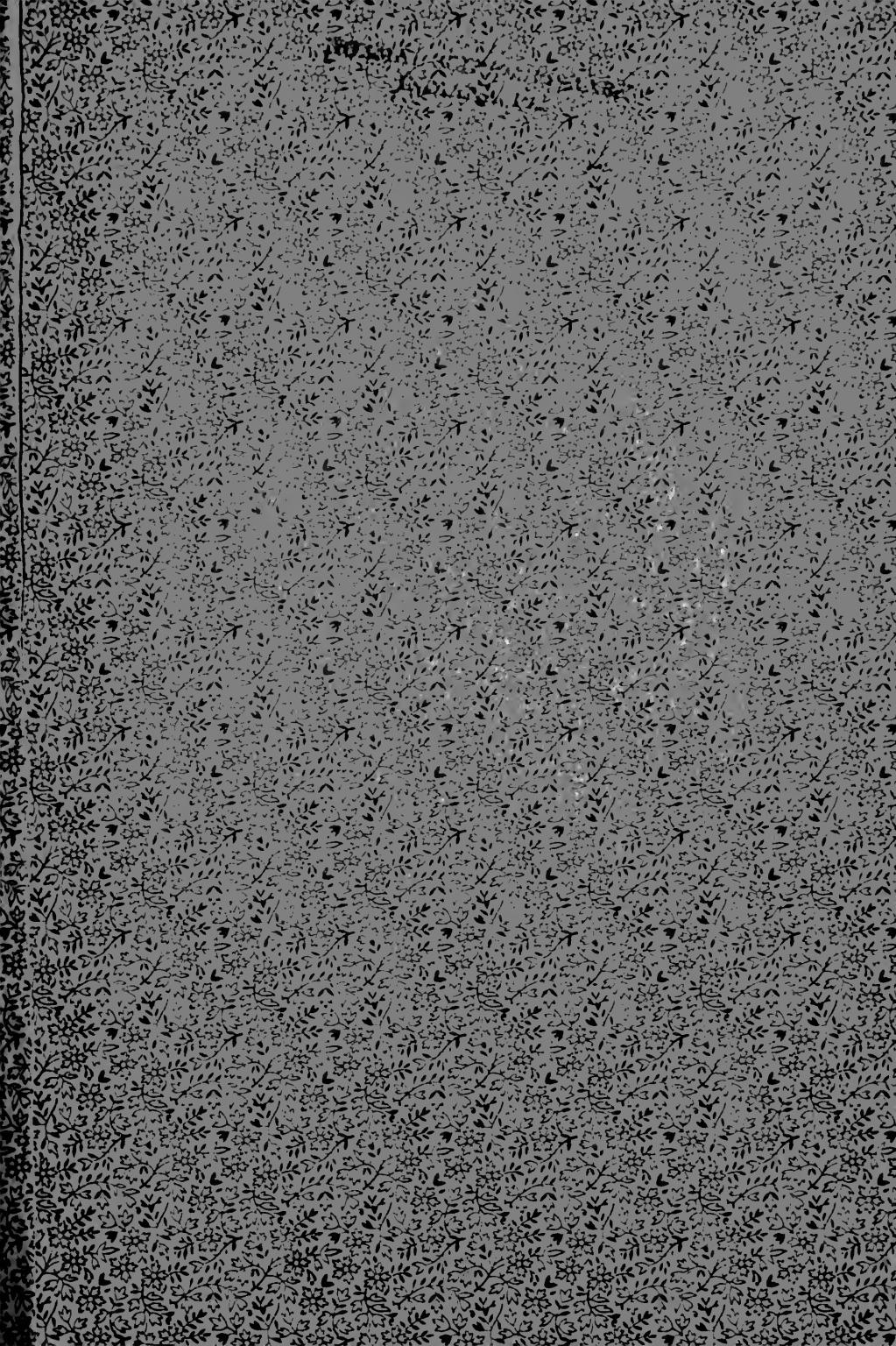


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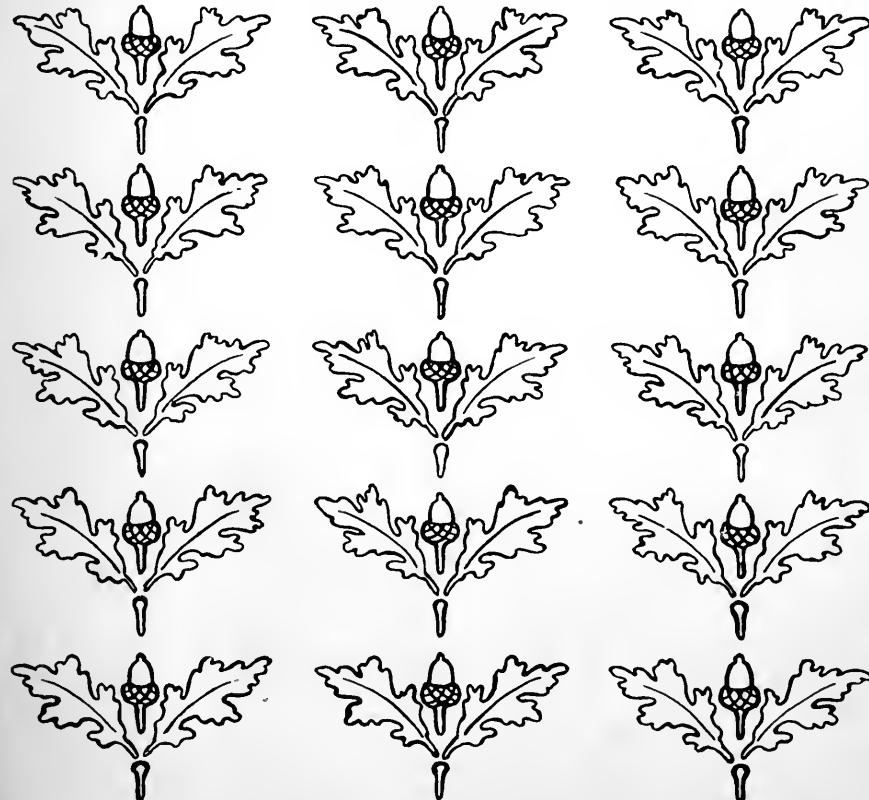
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The Normal HERALD

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The Normal Herald

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INDIANA, PA., JANUARY, 1908

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The Normal Herald

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INDIANA, PA., JANUARY, 1908

EDITORIALS

We send greetings to the readers of the Normal Herald in this first number of the New Year and of a new volume. The students have returned from their Christmas vacation, and with them is a large number of new students. The dormitories are filled; if the increase in the school enrollment continues, plans will have to be made for increased dormitory accommodation.

Some of the Old Year's resolutions have miscarried. We had planned enlarging the Herald sheet, but it was found advisable to keep it at its present size in part on account of the institute articles which are being printed in it.

The article by Mr. Jack on athletics does not appear in this issue, because it was impossible to get illustrative photographs in time for publication.

We begin the publication of the faculty institute articles in this issue. Live problems are being discussed in these meetings of the faculty and a friendly rivalry and cooperation is developing among the members. Let the good work go on.

The Hallowe'en Dance.

One of the happiest occasions of the autumn term was that of the Hallowe'en dance, given by the Middle Class on the Saturday evening after Hallowe'en.

Recreation Hall—always beautiful—was unusually attractive in the soft yellow light of candles which shone through the open countenances of the jolly Jack-o'-lanterns beaming from every windowsill and from every other place where it was possible to coax a lantern to stay. The halls and parlors were all lighted by more Jack-o'-lanterns, and by red bulbs put on the electric lights for the evening.

Promptly at the hour scheduled for the ghosts to walk, they came—shadowy black figures and white ones, grim and togged-tied all, for they had been warned that if they spoke before the appointed moment they would turn into little clouds of black or white powder. Nevertheless they were very inquisitive ghosts. Specially did the black ones seem curious about the white ones, for they stooped and peeped into the little white ghosts' eyes, hunting it seemed, something known and admired in a previous existence.

Then all these shadow folk disappeared for awhile. Somewhere each black ghost found the white one he had been hunting, and in solemn procession, two and two, a black one with every white one, they came back carrying little white candles on little white blocks and marching to soft, weird music—the prettiest sight of the evening.

The next half hour was spent in a grand march ending in several beautiful figures, the last of which brought all the ghosts into a circle around the hall. Then at a signal the candles were blown out, the lights turned on, and all of the ghosts lost their ghostly heads and turned into familiar young men and maidens with rosy cheeks and rumpled hair, but happy and handsome just the same. Soon every vestige of the ghosts had vanished and the rest of the evening was given to dancing. It was, as we said in the beginning, a happy occasion and the Middle Class is to be congratulated on its success.

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Huyghenians vs. Erodelphians.

No other event of the fall term aroused such wide-spread interest as did the second annual contest between the Huyghenian and Erodelphian literary societies; and certainly of no other may the students and faculty more justly feel proud. We are proud of the honest effort and faithful preparation of the fourteen contestants and of the final showing which they made; and we are proud of the spirit displayed by the societies en masse. Enthusiasm there was without measure, but no Huyghenian nor Erodelphian forgot for a moment the courtesy due to opponents.

As the judges entered the hall, the students arose and, both yell masters leading, sang "Hail, all hail, our Alma Mater's praise!" The most indifferent stranger looking down from the gallery upon the waving banners of the red and the fluttering ribbons of the blue could scarcely have failed to catch some of the inspiration of the hour. One other feature of the "rooting" was particularly pleasing. This was following the debate—on a third term for Roosevelt—when the Huyghenians rose and with waving colors sang a patriotic song, while a tall Cuban student in their midst flung out, high above the rest, the folds of 'Old Glory.'

The Huyghenians led in all numbers. They were represented by A. Lesta Fleck, essay; Elizabeth Earle McKim and vocal solo; Elizabeth Earle McKim and E. Wills McFarland, debate; Bess H. Keller, reading; Orca Alma Reinecke, piano solo; and Edward Q. Swan, oration. Their respective opponents were Nancy W. Neel, M. Agnes Shrum, Jean Young McIlroy, Frank W. Coulter, Caroline Louise Doerzbacher, Selma Mathilda Konold, and Robert Gordon Rodkey. The societies were fortunate in securing some of the most distinguished educators in Western Pennsylvania as judges. They were Dr. A. W. Crawford, of the Western University of Pennsylvania; Robert C. Shaw, County Superintendent of Schools, Westmoreland County; and G. W. Gerwig, of Allegheny, for the literary numbers; for the musical, Prof. C. E. Stevens, of Greensburg; Prof. J. Ferratta of Beaver Falls; and Edward Vogel, of Indiana.

Space will not permit the mention of the vigorous argument here, the reserve force there, the graceful stage presence, or the careful tone shading which would

enter into the discussion of the various numbers of the program. The grades given by the judges show that the contest was unusually close and that the work was in all cases highly creditable. The decision was in favor of the Erodelphians for eight of the nine points, the Huyghenians scoring in the reading only.

The spirit of contest is still in the air and already we hear rumors of triumphs to be gained when, next year, the red will again meet the blue.

Art Notes.

Two new courses in the Art Department have opened up new fields of usefulness to the students and already some earnest workers are "seeing ahead" far enough to prepare themselves for Drawing teachers, either to teach it throughout the grades or to supervise and assist the regular teachers.

The Design Class, although small, has been busy. Flower, fruit and landscape sketches in water color; pencil and pastel; place cards, stenciled sofa cushions; illuminated Christmas cards, and illuminated leather articles for Christmas have constituted their work. A number of pieces have been sold and there was a demand for more. We expect to hold a fair next year where many beautiful hand-made articles may be had for Christmas.

The work for this term, will include stenciling, leather tooling, pastel, and charcoal with water color.

The regular classes are full to overflowing and already twenty or more students have been refused admission to the class because every seat is occupied, besides five additional chairs.

This term's work will include perspective, still life, animals, pose, and design with one piece in stencil.

The department is demanding more and more and so many requests have been made for private lessons that we trust that new studio and an additional teacher may not be the artists dreams but matter-of-fact realities.

At last opportunity has been given to utilize some of the original designs from the classes. The cover design by May Daugherty, a second year student, is particularly fitting, as a first cover for our "Normal Herald" not only because the old grove on the north side was known as Oak Grove, long before our Normal was built; but because our

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school like the oak is characterized by strength, beauty and character of long standing.

The rose hip tail piece was designed by the little daughter of Dr. Gates. Ruth is a sixth grade Model school student and a member of the design class.

The Erodelphian Literary Society is raising the standard of its work this year. During the Fall Term the performances seemed to increase in excellence with each succeeding Saturday evening. The victory of the recent contest will no doubt spur the members on to still greater efforts in the attempt to improve the work of the Society.

Over half a hundred new members were added to the roll during the Fall Term. A large percentage of these are boys, and the Society at present has more young men than at any time in its history. The chief drawback is the lack of room. At practically every meeting during the year many members have been turned away for this reason.

On account of the play coming later in the term this year than formerly a regular program was rendered in Chapel on Saturday evening, January 11th, for the regular open meeting. The program was of uniform excellence and consisted of the following numbers:

Piano Solo	Lucy Wood
Debate—	Affirmative—Orpha Schall
	Negative—Helen Dean
Prophecy	Lucy Wool
Violin Solo	Charles Wood
Reading	Jean McIlroy
Original Story	Janet Philis
Piano Solo	Muriel Weston
Essay	Mercy Rogers
Parody	Mary Cooper
Review	Emily I Wiley
WILLIAM SMITH, President	
LULU WERTZ, Secretary.	
ANN NICHOLS, Critic.	

Huyghenian Society Notes.

The Huyghenians have returned to school showing their loyalty to their society. There is a great interest taken in the work, and the society is in as good working condition as it has been for a long time. Last term closed with the largest membership in the history of the society.

A carefully prepared program has been arranged for open meeting, Saturday evening, January 8, which is as follows:

Oration	Blair Moorhead
---------------	----------------

Piano Solo	Nell Cass
Debate.—Resolved—That Competition Is	a stronger incentive to effort than compensation.
Affirmative—Clark	Wiggins
Negative—.....	Rankin Tomb
Recitation	Bess Keller
Essay	Elizabeth McHenry
Huyghenian Gem	Anna Cornelius
Original Story	Stella Wise

The Y. W. C. A.

The record of work done by the Y. W. C. A. during the past terms has been a worthy one. Even before the term opened the members were at work writing to the prospective new students. Seventy-three such students were written to and welcomed. A committee from the society came early to aid in meeting the new girls and making them feel at home.

At the recognition meeting for new members eighty-four were added to the society. In the Bible classes there were eighty enrolled and an enthusiastic mission study class has been organized for this term under the leadership of Miss Sherrill. The week of prayer was observed in a series of well-attended and helpful meetings and the regular Sunday evening and the Thursday evening meetings have been large and interesting.

Y. M. C. A. Notes.

The Y. M. C. A. is an important factor in the student life of Indiana. The Thursday evening meetings are well attended and much interest is taken in them, both by teacher and student.

The visits of Mr. Bohmer, the student secretary, and Mr. Hood the student volunteer secretary, during the fall term were helpful. It was Mr. Hood's first visit with us and he left a lasting impression on those who heard him speak. Mr. Bohmer will visit us in the spring. The boys look forward with great pleasure to Mr. Bohmer's visits.

The Bible class conducted by Mr. Bell is an interesting feature of the work.

The association has a membership of about fifty and is growing.

At present there are about thirty dollars in the treasury. Plans are being laid for a festival and other money-making schemes, so that we may realize enough to have another large delegation at Northfield.

Thirty-five to forty dollars will be used

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to purchase pictures for the Y. M. C. A. room. A committee has been appointed to attend to this matter.

The "Sunday Call", of Newark, N. J., of December 19, gives an account of the marriage in which we are all deeply interested, that of our greatly beloved friends and former Indiana teachers, Mr. Elliot Owens and Miss Vilda Sauvage:—

"The wedding of Miss Vilda Sauvage, daughter of Mr. and Mrs. James Sauvage, and Robert Elliot Owens took place in the High Street Presbyterian Church, Wednesday evening, December 18. The church was decorated with palms. Professor Eichborn, the organist, played selections from operas previous to the Lohengrin march and the Mendelssohn march during the recessional.

The ushers, Messrs. Tonzo and Louis Sauvage, the bride's brother; her brother-in-law, Henry W. Crowell, and Robert W. Holden, led in the party. Mrs. Henry W. Crowell, the matron of honor and Miss Lillian Sauvage, the bridesmaid, followed singly, and the little flower girl, Elaine Sauvage, accompanied by the page, her brother, Vivian, preceded the bride and her father.

The bride wore an empire robe of white lace over white satin, with a veil of tulle and orange blossoms. The groom's gift, a gold necklace set with amethysts, adorned her bodice, and she carried a bouquet of lilies of the valley and foliage.

The bridal party was met at the pulpit by the groom and his best man, J. Blair Sutton, of Indiana, Pa., where the ceremony was performed by the pastor of the church, Rev. Dr. Henry K. Denlinger.

After the ceremony the bridal party and near relatives congratulated the couple at the residence of Mr. Sauvage, 43 Lincoln Park. The house was beautifully decorated with red roses and greenery, with a profusion of red ribbons and Christmas bells. The table center was a large piece of white chrysanthemums draped with Christmas ribbons. Mr. and Mrs. Owens left for a two-weeks' trip to Washington and Annapolis. They will reside in Cortland, N. Y.

The bride wore a traveling gown of Copenhagen blue cloth and a black feather picture hat, with blue lynx furs. None of the groom's relatives were present. They all reside in San Jose, Cal. His

parents sent a weathered oak diningroom set, and other relatives fine silver gifts. Mr. Sauvage gave his daughter a Steinway piano. There were many beautiful presents received at the house, and some went direct to Cortland.

Thursday, October 31, was the day and high noon the hour of the marriage of Prof. Ray, '02, son of W. Dickie Ray, of Indiana, and Sara Emma Bell, daughter of Rev. A. T. Bell, who performed the ceremony. Only the immediate relatives were present. Following the marriage, dinner was served at the Bell home, after which the young couple took up their residence in Dr. R. D. Wilson's country home on Kiskiminetas Heights. "At home" cards were issued for November 1. Prof. Ray was principal of the Saltsburg school for several years. He is now in the general office of the Mitchell-Walston Coal Co.

Mr. Bell was educated at the Blairsburg college.

Hon. Franklin Pierce Barnhart, '95, was married at Thanksgiving time to Miss Gertrude Heller, of Hazelton. The ceremony was performed by the Rev. A. S. Fasick, pastor of St. Paul's M. E. Church, of Johnstown.

Foster Heller, brother of the bride, was the best man and C. C. Heller, the bride's father, gave her away. Miss Ruth Heller, sister of the bride, was bridesmaid. Only the families of the two principals were present.

Following the ceremony the guests sat down to a wedding supper, after which the happy couple departed on their honeymoon of several weeks. They will reside in Johnstown, where Mr. Barnhart has a fine law practice. Miss Heller graduated from Hazelton High school in '01, four years later she graduated from Dickinson College and since then has been a teacher in the Hazelton High school. After leaving Indiana, where he is well known and liked Mr. Barnhart graduated from Dickinson College and Princeton University. He represents the first District of Cambria in the State Legislature, and during the recent session, was one of the most ardent advocates of Cambria's new county movement.

From Wilkinsburg, her home, to Bangalore, India, to meet her future husband and be married was the trip on

which Miss Olive M. Briney, '99, started from New York, November 19, and went by way of London. She went as a missionary for the Methodist Episcopal Church and her future husband, Rev. A. B. Coates, is one of the faculty of the English High School at Bangalore. Miss Briney has for three years, been a teacher in the Crescent school, Forty-first ward. She met her future husband when he was living in Wilkinsburg awaiting orders. He has been in India for some time and the arrangements were made for the wedding in India, as it was found impossible for him to leave his work.

Miss Briney was met at Bombay by Mr. Coates and the trip to Bangalore, about one and one-half days' journey from there, was taken after a short rest. The wedding took place as soon as the couple arrived at Bangalore. Later Mr. Coates went to Kolar, India, where he has charge of a school there. Miss Briney was a member of the South Avenue M. E. Church. The evening before she left for India the Epworth League of that church presented her with a gold watch and special services were held in the church.

From the "Pittsburg Press" of Sunday morning, October 27, we take the following concerning a well-known former student of ours, Miss Estella Oxley:—

"A handsome appointed home wedding was that of last Thursday evening when the marriage of Miss Estella Siebenecox Oxley and Mr. James Alton Jones was solemnized at the home of the bride's mother, Mrs. J. R. Oxley, on Federal street, Allegheny. The service was at 8:30 and the Rev. Dr. Jose, pastor of the Arch street Methodist Episcopal Church, officiated. The house was artistically decorated, pink and white chrysanthemums, ferns, palms and clinging vines being used in the color scheme. The bride, who, as unattended, wore a handsome gown of white silk, and carried a shower of bride roses. A reception and wedding supper followed the ceremony, after which Mr. and Mrs. Jones left for a trip through the South. The bride is the daughter of the late Captain Joseph R. Oxley, a former newspaper man of this city, and for many years city clerk of Allegheny. They will be at home after November 7."

The Normal friends of Edna M. McCallister, '95, wish to extend to her their

heartfelt sympathy in the loss she has sustained through the recent death of her father. This leaves her quite alone. Fortunately she has loving friends, and work which she enjoys and can do well, and these are a solace upon which we may rely.

Mrs. Hubbard, with her husband is engaged in doing, and we may be sure doing well, philanthropic work, in Goldsborough, N. C.

Normal Alumni Banquet At Kittanning.

Mirth and eloquence held full sway at the Indiana Normal Alumni Banquet which was held at the Reynolds House, Kittanning, in connection with the county institute on Thursday evening, January 2, 1903. All past efforts were easily outdone and it was a night never to be forgotten. The forty guests assembled in the parlors and at the appointed hour marched to the dining room, where a most elaborate menu was served. Part of the program was rendered before the banquet and part afterwards. The handsome place-cards bearing the Normal pennant was much admired.

The program consisted of solos by Mr. Cogswell, Mr. Wrigley and Miss Edna Cogswell, of the Normal conservatory faculty. Miss Jane E. Leonard, Mr. Stetson, State Superintendent of Maine, Hon. Frank Blair, State Superintendent of Illinois, and Mr. Hamlin E. Cogswell, head of the Indiana Normal Conservatory of Music, responded to the toasts. The toast master was a former Indiana student, Mr. Nilai, County Superintendent of Armstrong county.

The officers of the association are: President, Miss McMullen; vice-president, Miss Mamie J. Moore; secretary, Miss Nellie Hudson; treasurer, Miss Johnston.

Warren County Institute.

At the Warren County Institute on October 24, 1907, Miss Nancy C. Morrow, of Tidioute, gave a very helpful talk on "busy work" to the primary teachers. She showed what can be accomplished in school where the only supplies consist of crayon, pencils and ordinary school room equipment. The talk was illustrated by work from various schools in the county. The lecture was replete with splendid hints and very enthusiastically received.

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Dr. Bertha T. Caldwell, a frequent Indiana visitor and a former Normalite, who is a well-known Johnstown physician and Probation officer of Cambria county, is a candidate for the Republican nomination of school controller in the Fifth ward, Johnstown.

The move to place a woman on the Board of School Controllers, is an innovation in Johnstown, as that place has never had a female educational advisor, though women are eligible for the position everywhere in Pennsylvania under the law.

Dr. Caldwell is herself a graduate of the Johnstown schools and a teacher in the schools before her seven years' residence as a missionary in India.

Mr. and Mrs. William H. Whitfield celebrated their fifteenth wedding anniversary on November seventh, 1907, at their home, 5808 Hobart Street, Squirrel Hill, Pittsburgh, Pa. Mr. Whitfield graduated from the Normal in 1889 and is a long established real estate man in Pittsburgh.

Misses Martha Hervey, '97 and Emelia Feicht, '97, have added to their European travels by a continual tour in the west during the last summer vacation. They visited all the western points of interest and returned on August 12, after a month's absence.

At 8 o'clock on June 4th, 1907, Miss Margaret A. Williams, '00, was married to Rev. James M. Blackwood at her home in New Castle. Rev. T. A. Blackwood, brother of the groom performed the ceremony assisted by the late Dr. McAllister. The long parlor was a bank of flowers and palms. The color scheme was yellow and white. After the wedding supper Rev and Mrs. Blackwood left for Cambridge Springs. They will reside in Hartstown, where Mr. Blackwood was called after graduating from Geneva college and the Theological Seminary.

Dr. Howard C. Bee and Miss Clare Poorman were recently married at the home of the bride's parents in Marcellus, Mich. Dr. Bee was graduated from Indiana Normal in 1900, later going to Ann Arbor, where he took up the study of medicine. While here he met Miss Poorman, who was a musical student at the university. The wedding was large and the social event of the season at Marcellus. Dr. and Mrs. Bee will reside in

Marion Center, where Dr. Bee enjoys a large practice.

Ella King Vogel, '90, chaperoned nine young girls in a delightful trip abroad this summer. She is now one of the critic teachers in the California State Normal School

"Breezedale", the home of Justice John P. Elkin, was the scene of a very beautiful wedding on Wednesday, November 6, 1907, when Mis Helen Pethero Elkin, eldest daughter of Justice and Mrs. John P. Elkin was married to William Metcalf Armstrong, of Oakmont, near Pittsburgh. The ceremony was performed by Rt. Rev. Bishop Cortlandt Whitehead, of the Pittsburgh diocese. The bride was attended by Misses Suzanne Armstrong and Laura Elkin. Mr. Armstrong was attended by his brother, Howard Armstrong.

Miss Elkin was dressed in a creation of white messaline and wore a bride's veil, and carried a shower bouquet of lilies-of-the-valley. The couple received many valuable presents. Mr. J. W. Paul, grandfather of the groom and Justice Elkin's colleagues of the Supreme Court each presented a chest of silver. One of the bride's gifts from Mr. Armstrong is a gold belt made from the medals he won at Princeton, Jamestown Exposition and track events in Shenley Park. During his last year at college he was captain of the Princeton track team.

Mr. and Mrs. Armstrong left immediately after the ceremony for their home in Muskogee, Oklahoma, where Mr. Armstrong is interested in the oil fields and has charge of the production of several wells.

It is with deep regret we have to record the death of Mrs. Anna Davis Ewing, wife of Major Robert M. Ewing and daughter of McClain Davis, our former steward. Mrs. Ewing died at her residence, 209 Penn avenue, Wilkinsburg, on October 29, 1907. She was born near Indiana thirty-nine years ago and her wedding in the Normad chapel was the last and most beautiful of the three weddings which have taken place in the chapel. Mrs. Ewing is survived by her husband and two children, Caroline Isabel and Robert M. Ewing, Jr., and also her father, McClain Davis and two sisters, Misses Mary and Laura Davis. The funeral services were held at her home and interment made in Homewood Cemetery, Pittsburgh, on October 3, at 3 o'clock.

Papers Read at the Faculty Institute

"The Example of the Normal School Teacher in Daily Class Work as a Factor in Preparing His Pupils to Become Teachers."

I am happy in having had some great teachers and some eminent men as instructors in my life. Easily at the head of the list I should place James P. Wickersham. Mr. Wickersham was for forty years the most potent force in the educational work of Pennsylvania. He was one of the first and ablest of the County Superintendents of the State; he aided Dr. Burrows in drawing up the plan for the State Normal Schools; he established the oldest, largest, and most successful of these schools and was for ten years its principal. He organized the "Model School" upon a plan then entirely unique; he was for fifteen years State Superintendent, during which time he almost remade the School system of the State, cutting his mark so deep that it can never be erased while the system stands. He wrote two of the most philosophical treatises on education which have been written in America. His school management remained a standard for a quarter of a century and is the only American professional work ever translated into Japanese and used by the government of Japan as the official book for teachers to study. The history of education in Pennsylvania which Mr. Wickersham wrote is said to be one of the best educational histories ever published. In 1882 he was appointed by the President, minister to Denmark and he honored his country in this position. After his return he served the public in many ways, and at the time of his death, in 1891, he was president of the Inquirer Printing Company and a member of nine important boards of trustees of State, Collegiate, County and City institutions. A correspondent of an important London newspaper, writing of the great educational association that met in Canada a few years before this, spoke of the eminent educators present and the speeches that had been made and then

said, "At this point Dr. Wickersham, of Pennsylvania, was invited to address the audience. The difference between Wickersham and other men," he adds, "is that

Wickersham is a philosopher"—an opinion, I think, fully concurred in both this country and Europe. He resided in Lancaster, and at his death one of the dailies, at the end of a strong editorial, summed up his life at home with these words—"He was an ideal citizen." At the memorial service held in his honor a man who had long been closely associated with him in business closed his address by saying: "Of all the men I have ever known this is the one I should wish my son to make his model" and I know no higher praise. When the late Justice Clark died, though hundreds of letters written by those who filled great places and from those who walked in lowly ways, ran one touching refrain. He was my friend;" so thousands said of Wickersham for he was the friendliest of men.

I am to speak of him not as any of these, but as a Normal School teacher and of his example as a factor in preparing his pupils to become teachers.

The first impression this great teacher made upon his pupils when he entered the class room was of comfort and ease and joy. All "unbeknownst to himself," as Mr. Lincoln used to say, he created an atmosphere that was akin to delight which led us to give ourselves to the work in hand with pleasure and anticipation. That moment was for him and for us the best moment. What is the secret of the power of one human nervous organization upon another? In this particular case was it his faith, twofold, faith in himself and in the efficacy of the culture and education which he represented, and faith in his pupils in whom that culture and education was to reappear and to whom life was always to mean more because of him?

Gladstone said, "What is really wanted is to light up the spirit that is in everybody, not only in those who are brilliant, not only in those who are quick, but in those who are stolid and even those who are dull." This strikes the keynote of my old teacher's special gift. No matter how simple the subject he could find in it matter profound enough to keep the strongest pupil on his mettle and then he could ask a question adapted and addressed to the weakest member of his class. It is a great gift to be able to give strength to the strong, but it is glorious to have Wickersham's genius

for giving power to the weak. And how he stimuated us all! I remember well my broken pride when one day he handed out to me a stiff question in mental philosophy. I fumbled and failed. He seemed to conclude that he had gone beyond my depth, and after all these years I feel ashamed to remember how I went to him at the close of the next day's recitation and said: "Mr. Wickersham, I know today's lesson, my failure yesterday was an accident. I don't like the easy questions."

In his class work we daily felt the uplift and power of his scholarship. Washington and Jefferson College honored his scholarship by conferring upon him the degree of Master of Arts, and Lafayette College made him a Doctor of Laws. His scholarly writings placed him high in the world of learning. His information was wide and every bit of it was burnished and ready for use. I never heard anyone put profound and unfamiliar thought before a class in language so simple and clear, and when he had made his point one felt that a pin could be stuck there that ought to stand forever.

Though a lifetime student, he was not a monk or a recluse, as I have shown, but we felt that we were following a knight who was ready for the fray.

I believe it would have been impossible for Wickersham to have done a slovenly piece of work. His lectures on the teaching were of untold value in the information they imparted and the influence they carried with them. With what care they were prepared! No amount of labor was spared to make them acceptable to his classes. He spoke extemporaneously from notes in which all the leading points were reduced to definite statements. He would often walk the porch talking over his lecture to himself in a low tone of voice preparatory to delivering it to his classes.

I recall, with peculiar tenderness, his Sabbath afternoon Bible class. We met in the Library room and not in all those years did Mr. Wickersham once fail to be there, or to have the room in perfect order, dusting it himself if it had not been previously well done, our chairs put in exactly the right places, himself perfectly dressed, the lesson so thoroughly prepared that no learned divine could have presented it in a more impressive or attractive form. Future judges and lawyers of eminence, able business men and good teachers, not a few, have come out of that class impressed with love

for the Bible and its sacred truth as they never could have been but for the reverent lips and enlightened mind of this model teacher. When on the next day he said to us in the School Economy class "Harvest fruits will pass away, the most imposing structure of human ingenuity will crumble to the dust, forms of beauty will fade out on the canvas and the tooth of time will eat away the hardest marble, but the teacher's work is for eternity, every chord he strikes vibrates at the throne of God"—he spoke with the voice of a prophet. Throughout, whether in the Normal School itself, or in its after effects, the one thing that remains with us is not Wickersham's *Methods of Instruction*, but Wickersham the Instructor.

Not only in his daily classes, but in his constant spiritual attitude, he impressed us with his Quaker faith in an over-ruled Providence. During the dark days of '62 when I felt that I would give my body to be burned to hear better news from the front—"Mr. Wickersham," I cried as I ran into his office when the news reached us of the awful carnage at Fredericksburg, "Mr. Wickersham, will we ever win a victory?" "No, my child," he replied, "God will not give us a victory until we have freed the slaves." When, soon after, Mr. Lincoln struck loose the shackles from the black man, "Now, my girl," he said, "God will help the boys in front." What a patriot he was! How he loved the America Republic! When, as the great war was nearing its close, he exclaimed one day in class, "May God put it into the hearts of the American people to provide an education—a right education for all—that the Republic may not perish," one of his pupils, at least, resolved that she would do what she could to realize the Master's prayer.

JANE E. LEONARD.

"The Example of the Normal School Teacher in Daily Class Work as a Factor In Preparing His Pupils To Become Teachers."

"The creation of teachers is not only the most fundamental problem in the art of education, but it is also perhaps the most difficult. It is this problem which the Normal Schools are trying to solve.

The importance of the part played by the example of the Normal school teacher in daily class work is based upon psychological principles, chiefly that of unconscious imitation. Yet in young people the age of the average Normal school

student, we must expect a large measure of conscious imitation also. This law of imitation is a truth so well known that it needs here no emphasis by illustration. It is the purpose of the training school to teach right methods of instruction by actual practice; it should be one purpose of the instructors in the different departments of the Normal school to teach the same by example. There is no more forceful way of establishing right pedagogical principles, as a part of the prospective teacher's equipment, than to do so by object lesson. It is just as true here

The influence that the methods as in other phases of life that "The words of an instructor may have upon a pupil is recognized in the oft quoted speech of President Garfield: "If I could be taken back into boyhood today, and had all the libraries and apparatus of a university, with ordinary routine professors offered me on the one hand, and on the other, a great, luminous, rich-souled man, such as Mark Hopkins was twenty years ago, in a tent in the woods alone, I should say, "Give me Mark Hopkins for my college course, rather than any university with routine professors."

Young people are hero-worshippers and as such they imitate the objectionable as well as the praiseworthy characteristics of a man or woman who represents an ideal.

A teacher is most often the standard by which a student gauges his effort in right lines; let the Normal school teacher therefore be a suitable model in the profession for which his students are being trained.

ESTELLA V. L. SHERRILL.

Conservation of Energy and Time In Class Room Work.

John James.

Consideration of the conditions of our discussion today with the author of the paper which has been presented to us led me to the conclusion that I could take your time to best advantage by a discussion of one phase of the topic printed on the program, **The Conservation of Energy and Time In Class-Room Work.**

Conservation of energy and time may refer, of course, to conserving the energy of the particular teacher considered or to conserving the energy of teachers as a class. The first matter is of much importance to us since we teachers, together with most other Americans who are parts of a machine, are running close to the limit of our strength and devices to

tide over times of special stress are timely and in place. I wish to speak only, however, of the conservation of the energy of teachers as a class and only of one mode which presents itself for the accomplishment of this purpose.

Some of us whose memories carry back twenty or thirty years have received the impression that the problem presented to the teacher of the present day, the problem of preserving one's agility and strength, holding one's place in the pressing throng, and living by something for old age is a more difficult one than the problem presented to the teacher of a generation ago. A host of new views and methods, some of which are crazy, have thrown on the teacher a burden which many have failed to carry and the good of the student demands that the strain shall be decreased.

In another way the strain of the teacher may be increased, in our time. I refer to a probable increase in the number of hours spent by the teacher per day and the number of days' labor per year. This increase will likely come about when we have the eight hour labor system established.

One proposed way of meeting this strain and at the same time improving the work of the student, I wish to present. I refer to what, for the lack of a better name, I shall call the laboratory method of teaching. This method is quite old and has been used by good teachers of all times, but it first formally presented itself in connection with the laboratory and thence derives its name.

A brief consideration of the mental and moral qualities developed by the laboratory method of instruction is here in place. Professor Davis, of the University of Michigan, takes the Junior engineers out every spring to the woods to run a railway line, survey, blaze trees, dig trenches, etc. When a student returns from this trip and he is told to do something, his heels click together and he replies, "Yes, sir," and he moves off and does what he was told.

Professor Davis is thoroughly imbued with the idea that the work must be done by the student, and his students do the work. He has the advantage, however, over us who teach in the secondary schools that he is able to take his students out into the woods to do a definite piece of work, while our courses of study and the traditions grown up lead us to assign certain books to be read, and we expect that the students will ponder

over them. This contrast will be discussed later in the paper.

The mental qualities developed by laboratory methods of teaching may be summarized as follows: Initiative, self-reliance, independence, poise, and efficiency. These are not given as mutually exclusive. These are not the traditional virtues of the student. A story is told of a teacher whose school the King of England visited. The teacher escorted the King to a seat, preceding him and wearing his hat. On remonstrances being made that the king had not been treated with proper courtesy, the teacher replied, "These pupils must not know that there is a greater man in England than the teacher in charge of this school." Slowly, however, laboratory methods of teaching, with consequent independence and self-reliance on the part of the student, are making themselves felt, in spite of the unorganized, but powerful, opposition of conservative teachers.

Teachers of science, engineers, and other men-of-affairs have been in the forefront of the fight for laboratory methods. A story of Agassiz illustrates this fact, and also brings out some of the qualities of good laboratory teaching. Agassiz received a new student, one time, and assigned him to the work of studying and reporting on a fish. The young man looked the fish over and wrote, "This is a perch. There are more of them in the river;" and went to find Agassiz. But Agassiz was not to be seen. The student then studied a while longer and wrote a somewhat fuller account, but again failed to find his teacher. He then made a drawing of the fish and proceeded to dissect it. Three days later Agassiz came around to the student and said, "Are you still at work on that old fish?" "Yes," replied the student, "I have laid out three weeks work on that fish."

Laboratory methods should not be confined to science work. That the laboratory method can be applied to the teaching of mathematics is proved by the existence of good, workable textbooks on geometry which have appeared in recent years and by the work of progressive teachers in the class room. An illustration of the former is the excellent work entitled "Observation Geometry," by William T. Campbell, instructor in mathematics, Boston Latin School.

An illustration of the work of teachers along this line is found in the work of Superintendent Greenwood of the Kan-

sas City Schools, a system which he calls, "Geometry in Long Clothes." In this system, when the teacher comes into the school room, ten minutes late, perhaps, students are hard at work. Here a student is receiving help from another, and the teacher drops over unobtrusively to hear the explanation. If the explanation be correct, the teacher restrains her desire to put in her oar and the work goes on. If the explanation is the insufficiency or error and leaves the student to clear the matter up.

That the laboratory method can be applied to other subjects is shown by the work in public speaking as illustrated in the Emerson College of Oratory, of Boston, Mass. This school represents the true method of teaching oratory. This method is not that of mere memorizing or imitating an example given; but the right method of thought activity in reproducing the sentiment or feeling of the selection. No teacher in the Emerson college would tell a student to gesture in this manner here, or emphasize a word in this way there. The aim is always to maintain the student's own individuality and personality. In this way a dozen students rendering the same passage would render it in a dozen different ways, by giving it an interpretation in the mold of his own personality, each one, however, true to the essential thought or feeling of the passage.

I may now speak of some of the difficulties in the way of the general introduction of the laboratory method. The chief difficulties are due to the way our school system has developed and the consequent psychic difficulties. Our methods of teaching physical science and mathematics have grown up independent, much to their mutual disadvantage. A story concerning Professor Perry and his class in physics may be told here. Professor Perry is an engineer who has done much for better methods in teaching. He had his class in physics dig an old fly-wheel out of a rubbish heap, and he set them to work on it. It took them three months to cipher through that wheel, but at the end of the time they knew much about that particular wheel, its geometry, including its center of gravity, the radius of gyration, etc.; they knew a good deal about its physics, co-efficient of friction, etc. Most of all they had learned that they could find many problems in connection with a fly-wheel which they could do something toward investigating.

Professor Perry could do this success-

fully, but not one teacher in a thousand is capable of following in his footsteps to advantage. A great amount of work remains to be done before we can get work of this kind done in our schools.

That the difficulties in the way of introducing work in place of mere reading and study are not insuperable is shown by the work of a teacher of chemistry in one of our New England high schools. He set his class to work analyzing foods sold in the stores, for adulterations and poisons. They did the work well, and the stimulus given the students through the feeling that they were doing something, in place of swallowing what some textbooks had told them, woke them up as only real work will wake one up.

There is a large body of pushing, energetic teachers who are working consciously and persistently toward the introduction of these methods. I am told by a man well acquainted with the methods of the University of Chicago that the work in mathematics, physical science, and natural science is fast becoming completely laboratory in character. Thousands of teachers studying in Chicago University and elsewhere will yet make us think that, though constructive steps are sometimes slow, yet when the conditions are ripe progress is sometimes bewilderingly fast.

JOHN JAMES.

What Should the Normal School Be Expected to Do For a Student Preparing To Teach That the Ordinary High School Cannot Do?

What the law school and medical school are to those who would enter upon the professions of law or medicine, the Normal School should be to those who would enter the ranks of the teaching profession. Its duties are the same—to impart a science and to provide a technical training which will result in an art. Only as the acquisition of knowledge ministers to this end should it be here considered.

The relation between the High School and the Normal School should not be a "vexed question." There is every reason why it should be close, intimate and harmonious. An uplift of the educational system of the state, which will be reflected in the increased intelligence and scholarship of our future citizens, will come largely through the closer affiliation of the High School and the Normal School. Definite entrance requirements should admit only those who have had

the benefit of at least a three years' course in the High School and who really desire to teach. They should exclude all students who have not given evidence of good moral character and all who have shown themselves lacking in the power of application and self control.

The teaching force of the state should be composed of the choicest material in manhood and womanhood, broad in scholarship, well versed and trained in pedagogical doctrine, earnest in purpose, of "cultured brain and loving heart."

To produce such teachers is not the work of a year, or two or three; the ranks of those in training should be recruited from the best material that the High School can supply; we must acquaint ourselves thoroughly with the past experience of such a student body, choose our point of contact with greatest care, and looking forward to the needs of the public schools so equip our young men and women that they will become a power in the elevation of educational standards.

This statement covers in a general way the whole function of the Normal School. We must give our students that enlightened view of their chosen calling, and that full realization of its import and influence which a progressive civilization demands. And we must do more. It rests upon us to develop such a sense of duty, such a spirit of altruism that they will give out with lavish prodigality the best that is in them in terms of their youth, strength, love, patience and faith in the worthiness of mankind. Can we cultivate that moral fibre which will enable them to stand firm for their convictions, to brave opposition, and to keep themselves true to their ideals, often amid ignorance and indifference?

The Normal School has a marked duty to its students along the line of general culture and scholarship. Supt. Milnor remarks, "High School graduates generally have a fair mastery of subjects to be taught" and intimates that the Normal School should concern itself no further with this matter. His opinion is not borne out by the observation of the critic teachers in the Training Department. There is frequently a deplorable lack of general knowledge on the part of members of the Senior Class. They have no wide experience of life—this is not to be expected—but they have read little and thought less. This is true in the

case of many students who are High School graduates.

Now Method without knowledge is an empty form—"a knack by which apparent temporary success is secured." When a teacher is hemmed in by a boundary line of meager scholarship, method cannot have free course. There can be little skill in choice and arrangement of subject matter, little variety in expression, no fertility in illustration. Without a broad scholastic training which extends far beyond the pale of what the teacher desires to impart, the recitation will degenerate into a lifeless, mechanical exercise; an exercise which will bring no glow to the soul, which will stimulate no ambitions, and which will fall far short of its glorious possibilities; it is ignorance which lies at the root of much bad teaching; it is oft times limited knowledge which gives rise to formalism and its attendant evils.

Adequate scholastic training need not lead to a congestion of the course with so-called advanced studies; our work would be strengthened by applying the process of selection and elimination in one direction, and the process of elaboration another. We should teach fewer subjects and give to them more time and a more complete treatment.

No student should be permitted on any ground whatever to omit from his Normal School course the so-called common branches and these related subjects which contribute to a broad knowledge of the grammar school studies. Such additional subjects as can be required without overtaxing the physical strength and mental capacity, or overshadowing the professional work might be added to the course, but the first group mentioned should never be considered trivial or of little importance.

We cannot afford to send out into the schools of the state teachers who know merely a few bald facts in such subjects as history and geography.

The elementary studies demand in a Normal School an adequate amount of time for a broad and liberal treatment—the library, the laboratory and the real worth of life and concrete experience which lies outside the schoolroom door should receive their due recognition in their relationship to each. The text book may be relegated to at least a second place. No subject need or should be taught in what we may call a purely academic fashion. In every class, be it advanced literature, modern languages or

mathematics, the paramount aim of the school should be ever in the foreground. No study should be pursued for knowledge in itself but that the knowledge obtained and the culture, mental power and scholarly habits gained may be a dynamic force resulting in better teachers and better teaching.

Speeches have been made, papers have been read, volumes have been written on the importance of art, music, and manual and domestic training in all their various forms in the education of youth. It is hardly within the scope of this paper to show in what ways these special subjects contribute to the uplift of the race, physically, mentally and morally. It has come to be very generally conceded that their re-actions do produce a higher type of manhood and womanhood. The child who is trained to recognize beauty in the common things and to choose from his environment that which is lovely will develop the finest characteristics of life and the highest traits of his intellectual and moral nature.

Music means as much as art in the development of character. Some one has said, "Brain cells that have been built up by coarse and unworthy thoughts, cells that have harbored low motives and ambitions, are torn down to make room for the new that have been called into life and action by the demands of the better, higher, and nobler things which music brings."

This is distinctively a practical age and that which is believed to be of practical utility attracts the public strongly. This perhaps partially explains the wide spread introduction of manual training into the public school system and the increasing sentiment in its favor. Wide awake superintendents are demanding teachers who know enough about all these subjects to conduct classes under the direction of a supervisor, and to correlate them with the other subjects of the primary and grammar grades. With the limited amount of time now given to these branches in most Normal Schools it is too much to expect that the majority of the graduates can meet this requirement. They make an attempt which in many cases is met with lamentable failure. May the day soon come when this phase of education will be emphasized in the schools for the preparation of teachers, the aim of each special subject be clearly defined therein and sufficient training given to insure that the work will be carried on with

intelligence, skill and pedagogical insight.

Nature study is one of the most fruitful subjects with which the elementary school has to deal. Properly taught it brings the child near to the heart of nature, sharpens his perceptive faculties, deepens and broadens his sympathies and infuses into experience a new element of pleasure which shall brighten, sweeten and ennoble life. "What better means of counteracting the narrowing and lowering tendencies of life," asks Dr. Cook, "than the cultivation of love for nature and familiarity with the story of care, forethought and plan which the book of nature reveals."

My eye rested recently upon this paragraph in the April number of the Nature Study Review.

"President Cleveland went fishing when the affairs of state became too taxing; President Roosevelt hunts bears. When the little boy in the first grade of today becomes president, the same instinctive craving for nature may be satisfied in a simpler way if nature-study be rightly taught. It was not the fish that President Cleveland wanted; he could have bought them with much less trouble at the market. It is not the bear-skins that President Roosevelt wants: he could buy them at the furriers. What both men want is the free pure air, the untrammeled woods, the sound of rippling water, the call of the thrush, ferns, moss, and wild things; in a word, nature. And, after all, fish and bears are only excuses; just the same results could be had by hunting with a camera, or in listing the trees of a region or in hunting for rare ferns."

Nature-study, then, should educate for the best enjoyment of leisure. And in defense of this we can do no better and go no farther today than did Aristotle when he said:

"It is clear then that there are branches of education and learning which we must study with a view to the enjoyment of leisure, and these are to be valued for their own sake, whereas those kinds of knowledge which are useful in business are to be deemed necessary, and exist for the sake of other things. It is evident then that there is a sort of education in which parents should train their sons, not as being useful or necessary, but because it is liberal or noble."

This is, perhaps the most difficult subject which is taught in the elementary schools. It calls for enthusiasm, the high-

est degree of skill a breadth of knowledge which includes more than a scientific acquaintanceship with the science, and a keen appreciation of children's interests and capacities.

In a Normal School a practical course in Nature Study should be formulated by the departments of Science and Training. This should be sufficiently flexible and suggestive to be valuable as a guide under a great variety of conditions. The students should become as little children. They should go over the entire ground in this course planned for the elementary classes, investigating and discovering for themselves. The child needs to come into intimate, sympathetic familiarity with his environment. He can do so only as he is guided by the teacher who has an eye to see, an ear to hear, and a heart to feel. The spirit of Nature Study, pre-eminently, not the spirit of scientific thought or investigation should be fostered in a Normal School.

What should the Normal School do for a student preparing to teach, through the distinctively pedagogical subjects? Under this head, fall Psychology, and Child Study, History of Education, School Organization and Management, and General Special Methods? The answer must be brief and general. These subjects are, of course, entirely outside of the High School curriculum and give to the Normal School its peculiar professional tone. Together with the requirements of modern life, they suggest the ends to be attained in education.

Every teacher must know the nature of the material with which he is dealing.

Through Psychology he should receive certainly a clear insight into child nature, a thorough comprehension of the processes by which knowledge is acquired, and an understanding of the influences which determine conduct and shape character.

His study of general method should result in a knowledge of certain well defined and fundamental principles based upon the laws of mental operation and development. A study of Special Methods should give him a more specific idea of the aims of each of the elementary branches, a sense of the teaching order and insight into the best way of presenting subjects in accordance with principle. It is to be deplored that the period of time set aside for this important subject is so brief. In letters recently received

from our own graduates and from Superintendents of county and city schools this request is made again and again, "Give more time to Methods of teaching the elementary subjects. Send out teachers who have definite ideas of how to teach reading, writing, number, language, history, geography, and Nature Study."

The request is reasonable, but its fulfilment somewhat difficult since we have on an average less than two weeks to give to a consideration of each branch and must spend some considerable part of that in teaching subject matter.

Is it beyond the province of the faculties of the various Normal Schools of the state to petition the State Department of Education and the Honorable Board of Normal School principals to consider the condition described and so alter the prescribed course of study that a more liberal treatment of the elementary subjects, as to content and method, may be possible?

The opportunities for a concrete presentation of the subject of School Management are excellent in a Normal School. Two types of School Organization present themselves for study. Nearly all the problems of the graded schools of the village or city arise in the Normal and Training Departments, and the ungraded schools of the county are accessible for an investigation of the problems peculiar to that class of schools. An objective study of the problems of organization, discipline, schoolroom architecture, decoration and hygiene is rich in practical value to an earnest study of mature mind and professional ambitions. If the schoolhouses of our state—not only in town and city but in the isolated country districts—are ever to be transformed into artistically attractive and hygienic edifices pervaded by an atmosphere of freedom, refinement and industry it will be through the efforts of trained teachers who have a full appreciation of the wonderful and far reaching influence of comfort and beauty in environment.

The average High School can give a student preparing to teach little or no opportunity for putting theory into operation under the oversight of experienced teachers. The Training School is an integral part of every Normal School and its doors are wide open for observation and practice. Through such experience under supervision and criticism the student gains self-confidence

and skill in the application of theory. Criticism—constructive criticism—is not fault finding or nagging and it is beneficial not alone in bringing to light errors and weaknesses but in disclosing and developing often, undreamed of elements of strength and power.

We have spoken of the duty of the Normal School in respect to the development of a professional idea, its duty in regard to scholarship and its obligations along the line of professional training, both in theory and practice.

Its marked duty in the development of character should not be overlooked. The schoolroom is no place for boorishness, for narrowness, or for the exercise of despotic authority on the part of a petty tyrant.

In the words of another, "Let the schoolmaster be a true man of the world; let him know all the temptations that not only children but even grown people succumb to; let him feel the manifold desires that move human beings to noble and ignoble deeds; let him view the wondrous drama of life in its entirety—then will be seen in the little world of school nothing fatal; that the little sinner of today becomes the good man of tomorrow, that not by horrified repression, but by sympathetic encouragement, he can develop his young barbarians into efficient members of civilized society.

He will also see that a youth will need something more than mere mnemonic knowledge of his text books, something more than the ability to pass his examinations in order to make his way in the world efficiently and nobly—and that something can be developed, not by what the schoolmaster says but by what he is, by his personality. For children learn as we all know, most through imitation, and they can have no better preparation for life than the unconscious imitation of a good and true man of the world."

Truly then, a school for the training of teachers must by precept, example and by its very atmosphere give such a bent to the character of its students that life and experience will develop them into men and women whose touch, like that of the greatest Teacher, blesses every little child upon whom it falls.

JENNIE M. ACKERMAN.

Miss Jennie M. Ackerman, Indiana, Pa.

Dear Miss Ackerman:—Replying to your inquiry as to what the Normal School should be expected to do for a student preparing to teach that cannot be

done by the average high school, I would say:

First, the Normal School should give him the spirit of a "true teacher."

Second, It should make him familiar with the principles of teaching and how to use them.

Third, It should enable him to interpret his surroundings correctly and know how to meet the requirements of an educational leader.

Fourth, It should give him a broader view of his work.

In naming these points, I am assuming that the student comes to the Normal School with a thorough and accurate knowledge of the common branches. If he does not have such a knowledge of these branches, one of the first duties of the Normal School would be to give him training in these subjects. You are at liberty to quote from my reply.

Sincerely Yours,
R. B. TEITRICK.

Harrisburg, Nov. 21, 1907.

Miss Jennie M. Askerman, Supervisor of Training Department, State Normal School, Indiana, Pa.

Miss Jennie M. Ackerman, Supervisor of your question I will say to prepare High School graduates for teachers, such as we need in Altoona, Normal Schools need to be Training Schools rather than Academies. They need to deal with the phases of teaching the elements of the common branches rather than with advanced subjects, or advanced phases of subjects. For example, we need teachers who can handle Nature Study with pupils under twelve years of age rather than teachers with fact knowledge of Science as such. We need teachers who can teach Construction work to Primary and Elementary pupils in regular classrooms rather than teachers trained in High School Manual Training that requires a shop for performance. We need teachers who know how to teach children in Primary and Elementary grades Reading, Spelling, Writing, Arithmetic, English, Music, Art, Nature Study, Physical Culture, etc.

In other words, the Normal School needs (1) to make the student familiar with a goodly fund of pedagogical literature and awaken a desire to continue this professional reading and research. (2.) To make the student familiar with modern methods of doing or teaching the various common school subjects. (3.) To give a chance for the application of devices and methods under conditions as near

like those of city grades as is possible, but with close, critical supervision.

I do not underestimate scholarship, but my experience with both High School and Normal School graduates leads me to feel that Normal Schools cannot give academic instruction and also practically train teachers in the short time to the course in the state of Pennsylvania.

If I have said anything that will be of service or interest to you, I have no objections whatever to your using it anyway your good judgment may dictate.

Very Truly Yours,
H. J. WIGHTMAN.

Altoona, Pa., Nov. 14, 1907.

Miss Jennie M. Ackerman, Pennsylvania State Normal School, Indiana, Pa.

Dear Madam:—With the content of a judiciously selected four years' course of study well taught in a good high school, or its equivalent, as a basis, the Normal School should take the graduate of such a high school and train him along proper lines for the profession and the practice of teaching:

(a.) The professional subjects, generally so considered and accepted, are history of education, psychology in its relations of teaching, the art and the science of teaching, school management and the philosophy of education.

(b.) These subjects should be studied as individual subjects having specific functions in the profession of teaching, and, also, in correlation with each other in both their theoretical aspect and their practical application in teaching.

(c.) The theoretical side of these subjects should be applied and tested by the student-teacher in a good school of observation and practice as an integral part of the normal school, containing all of the elementary grades.

(d.) In this school of observation and practice, he should observe the methods of teaching and disciplining by the regular teacher, who should be, of course, a model teacher in ability, skill and character.

He should teach, frequently, each of the several grades from the first to the eighth inclusive.

(e.) The results of the student's observation and experience should be discussed by the teacher of methods and the regular teachers, that the students may have the benefit of the sympathetic criticism and advice.

Of course I am aware that I am presenting an ideal set by superintendents

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interested and concerned in the preparation of teachers for practical, successful work in the elementary schools especially. Still, repetition of the characteristics of a worthy ideal may direct efforts toward the realization of such an ideal

Very Respectfully,
M. G. BRUMBAUGH,
Superintendent of Schools.

Philadelphia, Nov. 18, 1907.

Miss Jennie M. Ackerman, Indiana, Pa.

Dear Miss Ackerman:—Your letter is at hand and we are glad to note that your faculty is studying the necessary work for the high school graduates. We have never been able to understand just how our public school pupils from the eighth grade can graduate in the Normal School in three or four years when it takes our high school graduates three years to do the same work.

In answer to your question, we suggest the following work, covering two or three years for high school graduates:

First, give full credit for all academic work done in high schools of acknowledged standing; they are generally as well equipped for this work as the Normal School.

Second, review the essential principle of all common branches including (1) a knowledge of these principles (2) how to apply them, and (3) how to present them in active class work.

Third, give definite, (not general) instruction, showing how to teach (1) Primary Reading (2) Primary Language, (3) Primary Arithmetic and (4) how to use the Elementary texts in Geography and History after three months course in oral work.

Fourth, give a definite course in School Organization and School Management including all phases of class management and class instruction.

Fifth, all work in Theory should include (1) a knowledge of essential principles, and (2) how to apply them in actual practice. With kind regard, I am,

Yours Very Truly,
SAMUEL HAMILTON.

Braddock, Pa., Nov. 16, 1907.

Miss Jennie M. Ackerman, Indiana, Pa.

Dear Miss Ackerman:—In answer to your question: "What should the Normal School do for the High School Student?" beg to say that it should give a thorough course in methods of teaching the elementary branches and should give sufficient training in music, physical cul-

ture and drawing for the teaching of these subjects in both graded and ungraded schools.

High school graduates generally have a fair mastery of the subject matter to be taught, or have acquired habits of study that will enable them to prepare the subject matter as they teach. Some teach in the grammar grades, or even in High School with success because in these positions a thorough knowledge of the subject taught may make up for a lack of system in presenting the subject.

Method of presentation is more important than knowledge of subject matter for those who are to teach pupils in the first four grades and this includes all teachers of ungraded schools and lower grades of city and borough schools. High School graduates who expect to teach in these grades should have some definite plan for teaching reading, number and also language. These can be gotten nowhere so well as in the Normal Schools under trained critic teachers in the model school. I have observed High School graduates with excellent certificates do very superficial work in primary grades. Their weakness was a lack of methods in teaching children. No matter how broad a knowledge of Literature they may have, or how far they have gone in higher mathematics, they must have mastered some definite plan or method of teaching reading and number to children if their work is to be effective. A college professor of Literature or Mathematics might fail entirely in teaching reading or number in a primary school. In my opinion, then, it is the place of the Normal School to supplement the High School graduate's knowledge of subject matter with a thorough training in methods of teaching the elementary branches, and if possible they should also be prepared to teach music, drawing, physical culture, and manual training.

Very Truly Yours,
G. E. MILNOR.

Muncy, Pa., Nov. 13, 1907.

Miss Jennie M. Ackerman, Supervisor of Training Department, Normal School, Indiana, Pa.

Dear Madam:—You ask me to answer the following question: "What should the Normal school be expected to do for the student preparing to teach that the High School cannot do?"

The Normal School should do two things: It should teach the students how

to teach, and how to relate the subject matter to the pupil's needs, interests and capacity.

The subject matter may be considered from the stand point of its scientific completeness, but that is not enough for the teacher. The teacher must relate this subject matter with reference to class room requirements. How is this subject matter in every case related to the life of the pupil? How is it adapted to the life of the pupil? How is it adapted to reveal to him the larger life outside of the schoolroom as related to his own life? How is it to develop in him power to see, to feel, to will, to infer, to judge, to original material? This to my mind is one of the most important functions of the Normal School. Scientific scholarship is one thing; pedagogical scholarship is altogether a different thing. It is pedagogical scholarship that is badly needed in the schools today. Our courses of study are overloaded, and the result is that pupils are almost overwhelmed with the quantity of subject matter which lies in their minds in a fragmentary, disorderly and unorganized condition. We need the best kind of scientific scholarship in the school-room, but that should be supplemented by pedagogical scholarship equally complete.

Very Truly Yours,
WILBUR G. GORDY,
Supt. of Schools.

Springfield, Mass., Nov. 15, 1907.

Miss Jennie M. Ackerman, Supervisor of Training Department, State Normal School, Indiana, Pa.

My Dear Miss Ackerman:—In reply to yours of November 12th, permit me to state that in answer to your question I should say, first the work of the Normal School should be of the highest professional type and should deal more largely with the philosophy of teaching and pedagogical principles as applied to a very definite and broadly worked out course of study.

There is no doubt in my mind but that there should be a broader study of methods both general and special. Then students should leave the Normal School with a definite understanding of carefully worked out plans of work. By this I do not mean a daily lesson plan but I mean a large and specific subject plan. Students should be given a greater opportunity for practice teaching under conditions which are similar to those of public school conditions. I find that

teachers often come to us from the Normal Schools greatly at sea as to just what to do, and I have often wished that the Normal School people might in some way or other bring to their students an opportunity for observation of some of the graded school problems, especially as to gradation and promotion of pupils.

I have often wondered if it would be possible for the senior class of the Normal School to visit the work in some nearby city, and then consider some of these problems after returning.

This is a desultory reply to your letter, but I trust that there may be at least some one point that was suggested,

Very Sincerely Yours,
ADA VAN STONE HARRIS.
Rochester, Nov. 20, 1907.

Miss Jennie M. Ackerman, Supervisor of Training Department, Penn. State Normal School, Indiana, Pa.

My Dear Miss Ackerman:—The average High School presumably gives to every one of its students, who thinks of teaching, a thorough training in the academic studies; meaning by that not only the branches required by law to be taught, but also a thorough knowledge of vocal music, drawing, general history and English literature. The Normal school, building upon such training, should self-evidently give the training in the methods of teaching the branches required by law, a knowledge of the history of education, and a thoughtful, practical study of pedagogy and psychology.

This much is also necessary for any High School graduate who wants to teach. No matter what his academic training, he cannot do the best that is in him in teaching, unless it be supplemented with the training and the actual practice of the methods of teaching.

Yours Truly,
H. C. MISSIMER.
Erie, Pa., Nov. 19, 1907.

Butler, Pa., Nov. 25, 1907.
My Dear Miss Ackerman:

Yours dated Nov. 11, 1907 still awaits an answer. My delay is to be accounted for by the fact that I have been ill. I am writing this away from my office and hence the explanation of the use of this paper.

What do I wish the Normal School to do for our High School graduate whom we will receive later into our school? That's easy. Send her (rarely him)

back to us a first class teacher, ready to take charge of a school and give us first class service. That means that her education should be broadened and deepened, that she should take on culture and refinement from contact with stimulating environment, that she should realize large increments of growth in social training with deeper insight into human nature, that she should add strongly to the solid foundations of sturdy honesty and purity of character, that she should acquire a comprehensive view of the aims of education, immediate and remote, that she should come to know of the nature of the mind, its processes, its actions and reactions, that she should master in detail the common branches with sufficient breadth that she is able to enrich her instruction beyond the bounds and confines of the limited field of drill work, that she should master the principles of pedagogy involved and the specific methods of instruction in teaching the common English branches, and that she should have sufficient actual practice in teaching under the direction of definite and specific ideals of method and instruction to enable her to take up the work of a school with definite plan and execution, and in this connection should be made the master of school management, not in theory, but in definite and specific practical form. I should have stated in the first place that we should at the outset choose those who are capable of doing these things. All this can not be done, much as it is needed. What then is to be eliminated? What emphasized? It strikes me that the answer must be sought by investigating what these girl graduates will do. In our schools High School teachers must be college graduates. Of the positions which may be filled by Normal School graduates eighty-five per cent. are below the **seventh grade**. An equally high percentage of the work of the country (ungraded) school teacher is in the primary and intermediate grades. Is it not the great work of the teachers training schools to give us good teachers for these elementary grades?

As much education as possible, as much culture as possible, much, very much of character, as much psychology and pedagogy and history of education as possible, but above all else, a practical command of the specific knowledge and arts of the common English branches and the methods of imparting elementary

knowledge and art to children and a working capacity for school management.

To be more specific. It is more important that our teacher should be able to write and to teach writing (penmanship) than to know Greek and Latin and the history of Grecian education, or the theoretic laws of apperception. I have no present recollection of a Normal graduate who pretended to write a standard hand or to be able to teach penmanship.

The same is true of reading. A teacher ought to be able to read and teach reading. The best **third grade** teacher we have in our schools was formerly a failure. She has advanced to first place simply because she has learned how to teach reading and writing—the two most important branches in the primary grades. (You will notice that my own limitations assist me in appreciating the importance of penmanship.)

In like manner the teacher should be able to teach spelling arithmetic, geography, etc. I mean that they should be trained to do definite things in a definite manner. The teachers of teachers ought by this time to have reached the stage at which they can tell teachers **what** to teach and **how** to teach. The Normal graduate should leave the school prepared to enter the elementary school knowing what to do and how to do it.

Oh! I know the argument on the other hand! We don't know what to teach nor how to teach it! These matters have not been settled! We must turn another generation of teachers into the schools to blunder away and waste time as the last generation has done.

My answer is this: We will never learn the better way without trying the poorer. Better by far give your Normal graduate a definite course of instruction to teach and definite methods of teaching it, and then when he knows better let him lay it aside and try the improved plan, than to turn him or her loose without chart or compass to drift on shoreless seas and in 90 per cent. of cases never make any harbor and be abandoned as a threatening derelict a menace to all futurity.

What is given above I also mean to apply to school management. The Normal graduate ought to be trained in specific methods of conducting the **Recitation**, the heart and kernel of the school.

It follows from the foregoing that the High School graduate who enters the

Normal School should spend her time mainly in studying the common English branches and in teaching in a model school I should consider that teaching one branch daily for at least a year and the entire charge of a school two or three months should be considered a minimum. Then you should certify to us Superintendents the relative teaching capacity of your graduates in a form that would be perfectly clear and specific—no blanket recommendations that constitute Chinese puzzles. We put our High School graduates through a year's instruction as "substitutes" which gives them about the amount of school practice indicated above. It is little enough.

Excuse this rambling.

Very truly

JNO. A. GIBSON.

P. S. I was interrupted and closed my remarks rather suddenly. After reading over what I had written I find it very fragmentary. My thought is this: A Normal School ought to train teachers to teach. I do not underestimate the importance of breadth of education. Every teacher ought to have at least a college training. This can not be. Since we can not realize big ideals, why not try for smaller ones? Why not put the effort on training girls to do the thing they are expected to do when they become teachers. In speaking of the common branches I would include music and drawing, possibly some hand work. To my view the Model School ought to be the great work shop of the Normal. If the Normal is going to do much for the City schools it must be.

Some years ago I succeeded in inducing our School Board to formulate a rule requiring our High School graduates to take a Normal or College course before they were admitted to our corps. After several years of trial we abandoned the regulation. Our High School graduates with a year's training such as we can give them have on an average made us better teachers more rapidly than Normal graduates.

It strikes me that the Normal School must take the City High School graduate and train her to teach if it is to do any important work for the city schools.

Very truly

JNO. A. GIBSON.

Scranton, Pa., Nov. 25th, 1907.
Miss Jennie M. Ackerman,
Indiana, Pa.

Dear Miss Ackerman:—

Your communication of some days ago duly received. In reply would state that it is quite difficult to express one's self specifically along the line of your request yet possibly I can best answer by giving a recent experience in a county institute held in this city. One of the instructors had for his subject letter writing. He took it for granted that the teacher had to learn how to compose a letter, as to its component parts, fold the same and direct the envelope, and it is surprising how few people know how to do this same thing properly. Now to your question: Both in our city training and normal schools the so-called fundamental principles of psychology and pedagogy are taught which apply to all subjects in a most general manner. When a teacher comes into our school and handles the tools that are furnished by the board of education she immediately falls back upon the way in which she was taught these branches when in the public school and the whole work is largely her experience reproduced. I presume a few publishers supply all the textbooks used in the State of Pennsylvania. Why cannot our normal and city training schools take specific subjects with the prescribed book assigned and have the lesson repeated from the book or books that will at a later time be used? Preparation for teaching is much like preparation for law. The theory is beautiful but the practice in an alderman's court takes much of the glamour out of the same. All graduates must take specific subjects from specific books and if teachers would learn how to use the textbooks put into their hands much good would be accomplished and time saved. 2. Theoretical penmanship does not help much in the teaching of the same on the part of the pupil with a diploma. If our normal and other graduates could come into the school room with control of the proper muscles that are necessary in writing they would be in position to at once work a revolution in this much neglected art. Penmanship is one of the easiest subjects to be taught en masse so that no hardship could be worked upon the training school. These two questions may appear somewhat irrelevant to the high or normal course and the reasoning may be retro-active in a measure yet I believe we must come back to the old fashioned way of doing things. Methinks I hear the cry of "old fogey, machine, antiquarian, not up-to-date, etc." yet if normal schools could actually di-

rect the teaching of subjects that must be taught by the pupils when they enter the school I believe that much good would be done and far more progress made in intelligent teaching. I do not know whether I have answered the point of your letter or not but somewhere we want to make an improvement. Let us begin at something that is really feasible.

Very truly yours,
G. W. PHILLIPS,
Superintendent.

Syracuse, N. Y., Dec. 9, 1917.
Miss Jennie M. Ackerman,
Supervisor of Training Department,
State Normal School,
Indiana, Pa.

Dear Miss Ackerman.--

Relying to yours of Nov. 11th would say, I do not know that I can be of service to you but will answer your question in brief by the use of a somewhat homely illustration.

If some hours after partaking of a substantial meal the contents of the human stomach could be examined, and it should be found that the food had all perfectly assimilated, the examiner would feel assured that the proper kind of food had been taken, and that it had gone to the making of blood, bone and muscle, or the proper building up of the body. If the food were found in an undigested state, of course the reverse would be true.

Just so in the training of teachers. If in the class room, the training received in the normal school is apparent in the skill tact, intelligence, interest, enthusiasm, earnestness, industry and progressiveness on the part of the teacher and pupil, one may feel assured that the normal school training has done its proper work. If however, psychology, theory, history and philosophy of education, or if methods seem to be the dominant feature of the recitation period to the exclusion of real living instruction, then the training received has not been of the highest practical benefit.

I assume that the highest type of practice training in normal schools is that which most nearly coincides with the actual conditions found in our best public schools. Practical teaching in the school room as the result of practical training in the normal school is the important thing.

Sincerely yours,
A. B. BLODGETT,
Supt. of Schools.

What Should the Normal School be Expected to do for a Student Preparing to Teach that Cannot be done by the Ordinary High School.

Professor Thurston of Cornell University, in a paper entitled "Professional and Academic Schools," clearly defined the difference between these two classes. He then speaks of the organization of the Professional School and the construction of the curriculum, summing up with the statement that the primary principle is that the curriculum should supply what that particular profession demands.

A student who completes the course outlined in the paper just read must surely make a good teacher—provided he has the foundation of health, common sense, academic training, and teaching power.

Since the man or woman, and not the method, is the strongest factor in the education of a child, and since virtue is largely a matter of habit, we would advocate the necessity for systematic moral instruction and moral training in the Normal School.

As a rule a child is not naturally neat or industrious; nor does he, in his youthful ardor to tell something interesting or present his own cause in a childish dispute, distinguish where fact ends, fancy begins, and exaggeration merges into absolute untruth.

Unless a teacher distinguishes sharply between right and wrong, his pupils will continue to have hazy ideas and will not realize that there is no neutral ground. The Normal graduate should have distinct convictions about truth and falseness—in word and act—about honesty—in what seems the least as well as in the greatest matters—about fair and trickery in dealing with others, about justice and injustice. He must feel the claim of the right so strongly that he can not neglect it. He must have sufficient strength of character to do the right. The teacher thus trained will not allow a child to grope blindly, or wander carelessly along—finding out from the fact that he is punished that a act is not right, or fixing habits of disregard for right and wrong; but he will both consciously and unconsciously train his pupils to know the right, to feel the imperative claim of the right, and to will to do the right.

This instruction and training should begin in the primary school; but experience teaches that many Normal School students need both the instruction and

the training in neatness, promptness, care of public property, industry, regard for the rights of others, justice, honesty, and truth.

The method of imparting this instruction and giving this training belong to another paper.

When so eminent an authority as Ex-Commissioner of Education, William T. Harris, commends graduates of Normal Schools—saying that he has found them superior in both skill and professional zeal to teachers without this professional education—the points commended are worthy of special attention. In his article "The Future of the Normal School," Dr. Harris says he attributes this professional zeal partially—not to methods they have been taught; but to the fact that the Normal School has had the general effect of making its students observant of methods.

He explains that the teacher who has never received instruction in a Normal School may happen to be a good teacher, but it is quite unusual for him to understand how he secures his own results, and, not having acquired the habit of looking at methods, he is not often able to profit by seeing the work of other good teachers. On the other hand, the Normal School graduate can seldom visit a successful school, without carrying away some new idea or at least some new device of method. Hence Normal School graduates continue to grow in professional skill for many years, while it is truly said that teachers not from Normal Schools usually reach their maximum skill in from three to five years.

We believe that this general effect should not be expected to come from the professional classes only; but that each subject in a Normal School should be so taught by an experienced teacher that each recitation becomes an object lesson in the method of teaching that branch.

In order that a graduate may take an intelligent part in the formal or informal educational discussion in his community, he should be made familiar with that educational system and the school laws of his own State and should be impressed with the fact that it is his business to keep abreast with the educational news of the day.

As conditions now are, the Normal School owes a direct duty to the public schools of the State, which is indirectly a duty of the student preparing to teach. The public schools must be protected

from incompetent teachers. As, unfortunately, the entrance door to Pennsylvania State Normal Schools is very wide open, the exit should be well guarded. Since we admit students without High School or equivalent training, we should certainly see that they lay a firm foundation in the elementary classes before they take up the professional work. When the student has completed this elementary work, if it is found that he has no teaching power, or if he fails to maintain a high moral standard, he should not be graduated.

The Normal School should discover the kind of teaching to which a student is adapted and should give him special training in that work. When the student is graduated, the school should and does assist him to obtain work suited to his ability and inclination. It may be proper to recommend a teacher for primary work and entirely impossible to do so for advanced grades and vice versa.

As a rule pupils graduate from the High School at sixteen or seventeen years of age. The average age of our graduates in

1904 was 20.4
1905 was 21.
1906 was 20.3
1907 was 21.3

Other things being equal the older student must make the better teacher. The State seems to recognize this as it does not furnish free tuition to prospective teachers until they are seventeen years of age—evidently expecting them to graduate at nineteen or twenty.

While these are direct duties to the people of the State, it is no kindness to the student to send him forth poorly equipped or to allow him to take up un congenial work in which he can never be successful. Nor is it a kindness to the best student to set him to teaching at seventeen years of age.

We might enter upon the social advantages and the opportunity for development in many ways given to the students living in the building; but this properly belongs to another paper.

Rosina B. Weaver.

What Should the Normal School be Expected to do for a Student Preparing to Teach that Cannot be Done by the Ordinary High School.

Kowing something of Miss Ackerman's work in our Model School, and of the opportunity which she has there in the

training of teachers to understand and interpret the needs of our graduates, I confess that I brought to the first reading of her paper more than an ordinary interest.

With no disposition whatever to throw bouquets, either for scenic effects or as empty compliment, I express no more than the simple fact when I say that I emphatically endorse the entire position taken by Miss Ackerman on the question presented.

In the five minutes allotted to me, I can do no more than again to emphasize and enforce the essential points involved.

The question is certainly a very pertinent one, "What should the Normal School be expected to do for a student preparing to teach that cannot be done by the ordinary High School?" This question resolves itself into the more specific inquiry, "What is the true function of the Normal School?" It would appear on the surface, even to a layman, that the High School and the Normal School are not the same, else why the name, Normal School? The aim and work of the High School is to give the pupil a knowledge of the contents of the several subjects as such and for their own sake. Now when we come to the Normal School, if it is a Normal School in the proper sense, we find an entirely different aim, a totally different work. The Normal School is distinctively a professional school for those who are preparing for the profession of education or teaching. And what does this familiar statement mean? What but this, that the Normal School stands for a professional aim, a professional scholarship, and a professional training. That this, the true function of the Normal School, may be fulfilled, the student on entering it should be already a graduate of an accredited High School. In this, a Normal School proper, the student from start to finish is doing a work of a kind which the non-High School graduate is prepared neither to undertake nor to pursue. Why? Because, lacking a knowledge of the content of the subjects, he is not fitted to deal with them as the Normal School treats them, namely, with a view from first to last of teaching them. Thus the Normal School, by its peculiar function, does a peculiar work which the High School does not and cannot attempt. Let us note precisely what this work is.

In the first place, what the Normal

School does for students preparing to teach that the High School does not and cannot do, because their age is too youthful and their preliminary knowledge too limited, is the work in the professional studies, those studies that constitute the foundation of the teacher's or the educator's equipment, namely, Psychology and Child Study, and then those other professional studies variously called General Method, the Principles of Education, the Philosophy of Education, Educational Psychology, or Psychology Applied to Education, ending with a broad and throughgoing treatment of the History of Education, which itself demands as a pre-requisite a knowledge of Psychology and the Principles of Education for an adequate understanding and interpretation, together with a comprehensive view of General History as an interpretative setting.

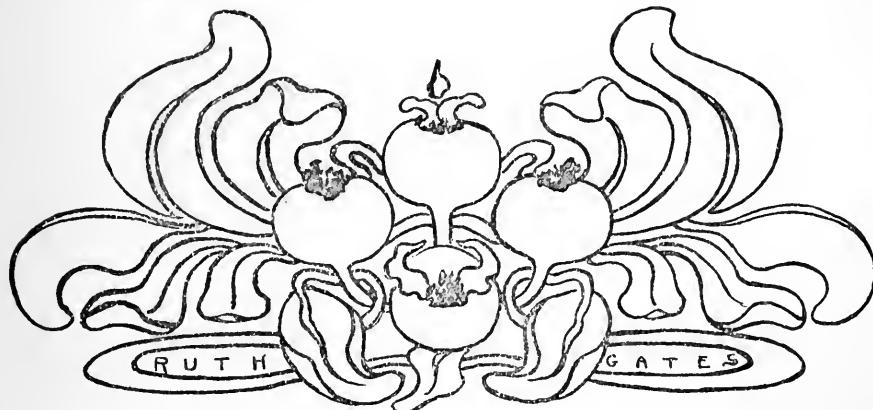
In the second place, what the Normal School does for students preparing to teach that the High School does not and cannot do, is the work which we are accustomed to call, Social Methods, or the method of teaching special subjects, as language, number, nature study, geography, history, constructive work, etc. In the typical Normal Schools of our public educational system, all the different classes are organized not, as before stated, for the purpose of acquiring a first knowledge of the subjects concerned, but for the purpose primarily of considering the methods of teaching them. This is the work performed. To be sure, in doing this work the student is reviewing his studies previously pursued, although the object is not merely to review them. Furthermore, the student in taking them up again with reference to teaching them is constantly adding to his first knowledge of them that larger professional scholarship for which the Normal School stands. The Normal School student is thus given a wider range of view, a clearer understanding of the content of the particular subject, and a more complete and comprehensive realization of its meaning and relations. In the High School the student gets a first knowledge of the facts of the subject. In the Normal School he obtains, besides a better knowledge of the contents, a deeper insight into the principles that govern the facts. By means of greater maturity and further opportunity, he develops to a higher degree the power of making generalizations from particulars, of see-

ing the laws that govern the facts—a power which is so vital an element in the teacher's equipment. For one may well say with the great philosopher Kant that "fact without law is blind and observation without induction is stupidity gone to seed."

It is evident, therefore, that in answer to the question, What should the Normal School be expected to do for a student preparing to teach that cannot be done by the ordinary High School? the answer is that the Normal School is expected to do for the student who is to enter the teacher's profession what the law school is expected to do for the student who is to enter the profession of law.

The preliminary general culture work of the High School holds exactly the same relation to the future Normal School student who is to prepare for the profession of education that it holds to the future law student who is to prepare for the profession of law. We should hardly expect to see the student pursue his High School studies as such in the law school, and, similarly, to the extent that the Normal School devotes its time and energy simply to duplicating the work of the High School, to that extent it is failing in the fulfillment of its function.

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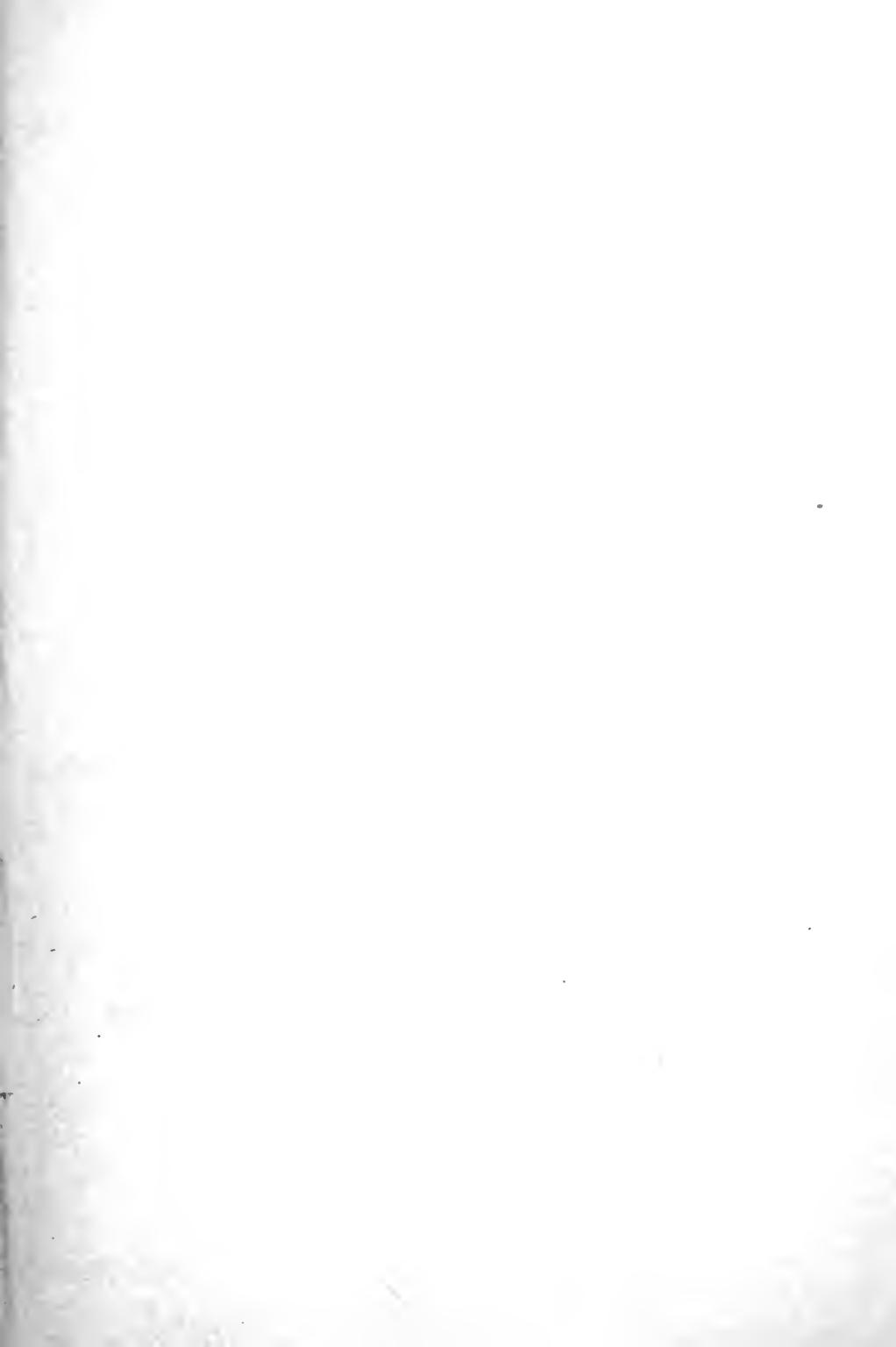
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